

4 month reporting date 4/05/07
8 month reporting date 8/05/07
12 month completion date 12/5/07

Brookings School District Improvement Plan/Progress Report Form

Principle 1 General Supervision			
Present levels: <u>Needs Intervention: Issues requiring immediate attention</u> <u>ARSD 24:05:17:03 Annual report of children served</u> The monitoring team was unable to validate correct placement on the child count for two students.			
Desired Outcome(s):): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Brookings School District will ensure all students on child count have the correct placement 100% of the time and are eligible students.			
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will verify 100% of the child count each year through the implementation of tracking and sign off procedures.			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed

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<p>1. What will the district do to improve?</p> <p>The district has implemented a tracking system for all students on child count, using the SIMS data change form provided by the DOE. All staff was trained in the use of this form at the quarterly special education staff meeting. Staff is to complete a form for each IEP they case manage prior to the December 1 count and then sign off to verify the accuracy of their student information reported on child count.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will send a write up of the procedure to be used and the form used to SEP. The special education director will track each teacher and verify that all staff has completed a SIMS change form for each student reported on the current child count.</p>	December 2006 and ongoing	Special education director	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve?</p> <p>For the two students identified as not being in the correct placement, the district will revisit the identified disability for student 51 through a review of the evaluation report. The correct disabling condition will be reported for the upcoming child count. For student 43, the district will remove the student from child count.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will submit written summary of the actions taken for students 51 and 43.</p>	February 2007	Special education director	
Please explain the data (4 month)			
Please explain the data (8 month)			

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Please explain the data (12 month)

Principle: 3 Appropriate Evaluation

Present levels:

Needs Intervention: Issues requiring immediate attention

24:05:22:03. Certified child.

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an Individual Education Program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

Nine students did not have correct documentation supporting their disability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The Brookings district will ensure that evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure that all students are appropriately evaluated for eligibility and evaluations are appropriately documented.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students reported on the child count will have documentation supporting their disabling condition under IDEA.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? The district will review the eligibility criteria in depth at the quarterly staff meeting, with emphasis provided on documentation required to verify that a student is a certified child in need of special education.</p> <p>What data will be given to SEP to verify this objective? Data given to SEP will address the agenda, dates of training, and staff in attendance.</p>	February 2007	Special education director School psychologist	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve? Each of the students identified by the SEP as lacking in appropriate documentation will have their MDT evaluation information reviewed formally by the IEP team.</p> <p>What data will be given to SEP to verify this objective? The district will submit written summary of the actions taken for each of the nine students listed in the final report. The documentation will show scores and other relevant information for all eligibility determination.</p>	April, 2007	Special education director School psychologist	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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3. What will the district do to improve? The district will review their staff who give autistic evaluations and verify each one has had training in the evaluation process In autism. What data will be given to SEP to verify this objective? A list of the member's evaluators for the autism team will be sent to the SEP with the dates and types of training they have received to qualify them for evaluators in this area.	February 2007	Special education director School psychologist	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: Appropriate Evaluation
Present levels: <u>Out of Compliance: Needs Assistance</u> <u>ARSD 24:05:25:11 Observation for specific learning disabilities.</u> At least one team member other than the child's regular teacher must observe the child's academic performance in the regular classroom setting. The monitoring team validates the steering committees conclusion that observations are not being completed for students identified as a student with a special learning disability.
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students being evaluated for a specific learning disability will have an observation documented.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

Observations will be completed 100 % of the time when determining the existence of a specific learning disability.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The district will review the eligibility criteria for identifying a student under the SLD category, including the need to document an observation by someone other than the classroom teacher. This will occur in conjunction with the review of all eligibility criteria at the quarterly staff meeting. What data will be given to SEP to verify this objective? Data given to SEP will address the agenda, dates of training, and staff in attendance.	February, 2007	Special education director, school psychologist	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
2. What will the district do to improve? Staff will submit MDT reports to the special education director for verification of the completion of observations when determining the existence of a specific learning disability. What data will be given to SEP to verify this objective? The district will submit the number of MDT reports completed in the reporting period, with the percentage that included an observation.	December 2007	Special education director	
Please explain the data (4 month)			

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Please explain the data (8 month)

Please explain the data (12 month)

Principle: 3 Appropriate Evaluation

Present levels:

Out of Compliance: Needs Assistance

ARSD 24:05:30:04 Prior notice and parent consent

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Parental consent is not required before:

- (1) Reviewing existing data as part of an evaluation or reevaluation; or
- (2) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

ARSD 24:05:25:04 Evaluation procedures

School districts shall ensure, at a minimum, that evaluation procedures include the following:

- (7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

The monitoring team found that transition evaluations were being completed, but there was no parent permission to administer the assessments. Written reports are not being generated on the transition assessment and given to the parents.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will provide appropriate written notice and obtain informed consent before assessments are administered to a child.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

The district will ensure parents are given appropriate prior written notice and give informed consent for all evaluations administered to their child.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? District staff was reminded of the requirements for obtaining written consent for evaluations at the December 2006 staff meeting.</p> <p>What data will be given to SEP to verify this objective? The district will provide written summary of the staff in attendance and the date the meeting was held.</p>	December 2006	Special Education Director	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve? The district will require all staff to maintain a list of the evaluations they seek consent for and also to maintain a check-off form to verify the completion of all requested assessments. The special education director will review the staff lists and analyze the data to ensure that all requested evaluations are completed and compiled into the MDT report.</p> <p>A permanent section will be added to all transition-age student MDT reports for transition evaluation information. This will ensure the information is compiled in a format that is received by the parent of the student.</p> <p>What data will be given to SEP to verify this objective? The district will submit the number of MDT reports completed in the reporting period that address transition. The district will report the percentage of evaluations properly completed with parental consent and note any evaluations for which consent was not obtained. A copy of the new MDT will be sent to the SEP.</p>	December 2007	Special Education director	
Please explain the data (4 month)			

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Please explain the data (8 month)

Please explain the data (12 month)

Principle: 5 Individualized Education Program

Present levels:

Out of Compliance: Needs Assistance

ARSD 24:05:27:01.01 IEP team.

Each school district shall ensure that the IEP team for each student with disabilities includes the following members:

- (2) At least one regular education teacher of the student if the student is, or may be, participating in the regular education environment;

Through file reviews and interviews with staff, the monitoring team determined regular education teachers are rarely present at IEP meeting at the high school, and they have not been excused using proper procedures.

Desired Outcome(s):

A regular education teacher will be at all IEP meetings; however if they can not attend they will be excused or find another replacement, using the correct procedures and have a written report on the student's progress.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure that all IEP meetings are appropriately staffed and if any required member is absent, they have been properly excused and their input if required is obtained for the meeting.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? The special education director will review the procedures for ensuring appropriate membership at IEP meetings with all staff at the quarterly staff meeting. This review will also address the process for excusing a team member.</p> <p>What data will be given to SEP to verify this objective? The district will provide written summary of the staff in attendance and the date the meeting was held.</p>	February 2007	Special Education Director	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve? The special education director will do an analysis of IEP meetings held at the HS level and verify the presence of all required team members.</p> <p>What data will be given to SEP to verify this objective? The district will report the number of IEP meetings held and the percentage that did not include the required team members. If a team member was not present, the summary will also indicate if the team member was properly excused.</p>	December 2007	Special Education Director	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 5 Individualized Education Program

4 month reporting date 4/05/07
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Present levels:

Out of Compliance: Needs Assistance

ARSD 24:05:27:01.03. Content of individualized education program

Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general curriculum.
- (7) A statement of:
 - (a) How the student's progress toward the annual goals described in this section will be measured; and
 - (b) How the student's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled student's progress of:
 - (i) Their student's progress toward the annual goals; and
 - (ii) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

Through interview and a review of student records the monitoring team was informed progress towards annual goals was not reported in all files at the high school level.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Progress toward annual goals will be reported for all students on an active IEP.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure that copies of progress reports for all students are placed in the files as well as being sent to parents of students with disabilities.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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1. What will the district do to improve? All staff will be required to copy progress reports sent to parents and place the copy in the student's file to document that progress was reported. What data will be given to SEP to verify this objective? The district will spot check files from each teacher and report to SEP the number of files checked and the number that contained progress reports.	February 2007- ongoing	Special Education director, all staff	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 5 Individualized Education Program
Present levels: <u>Out of Compliance: Needs Assistance</u> <u>ARSD 24:05:27:01.03 Content of individualized education program (IEP)</u> <u>Present level of academic achievement and functional performance and annual goals</u> A student's IEP must contain present levels of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present levels of academic achievement and functional performance are based upon the functional assessment information gathered during the comprehensive evaluation process. The monitoring team found student files lacked the required content in the present levels of academic achievement and functional performance (PLAAFPs) (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum and parent input). File reviews indicated functional assessments are not being completed to acquire the skill-based information to develop present levels of performance for students eligible for special education services. Annual goals did not consistently specify skills the student could reasonably accomplish within a 12 month period.

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Desired Outcome(s):

The district ensures the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All student IEPs will contain the required content.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The staff will have a training on functional assessments, present levels of performance, writing annual goals and addressing consideration of special factors. What data will be given to SEP to verify this objective? The district will report to SEP on the dates of the training staff in attendance and agenda.	December 2006	Special Education Director	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
2. What will the district do to improve? All MDT reports will include a permanent section to address the functional evaluation information gathered in the evaluation process. What data will be given to SEP to verify this objective? The district will spot check files from each teacher and report the number of MDT reports generated in the reporting period which properly addressed functional evaluation.	December 2007	Special Education Director	

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Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
3. What will the district do to improve? A random check of each teacher's student IEPs will be done in each reporting period to verify the present levels of performance contain functional evaluation information, contain annual goals based upon data from the present levels and are skill specific and reasonable for a 12 month time frame. What data will be given to SEP to verify this objective? The district will report the number of IEPs checked and the percentage of IEPs that have appropriate content, including PLAAF, functional information and goals.	December 2007	Special Education Director	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 5 Individualized Education Program
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Present levels:

Out of Compliance: Needs Assistance

ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors

In developing, reviewing, and revising each student's IEP, the team shall consider the strengths of the students and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the students as appropriate, and the results of the student's performance on any general state or district-wide assessment program. The individualized education program team also shall: In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, and supports, to address the behavior.

In several student files reviewed, behavioral assessment and/or present levels of academic achievement and functional performance contained information regarding the impact of student behavior on educational performance. However, in developing the IEPs for these students, the team checked the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports, to address the behaviors.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Consideration of special factors in the IEP will be addressed for all students.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

For all students in need of special education, the district will ensure the consideration of special factors is addressed.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? The district reviewed the procedures for addressing special factors at the December quarterly staff meeting. What data will be given to SEP to verify this objective? The district will report to SEP on the dates of the review and staff in attendance.	December 2006	Special Education Director	(completed by SEP)

Please explain the data (4 month)

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 12 month completion date 12/5/07

Please explain the data (8 month)			
Please explain the data (12 month)			
4. What will the district do to improve? A random check of each teacher's student IEPs will be done in each reporting period to verify that consideration of special factors has occurred. What data will be given to SEP to verify this objective? The district will report the number of IEPs checked and the percentage of IEPs that have appropriate content.	December 2007	Special Education Director	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 5 Individualized Education Program

Present levels:

Out of Compliance: Needs Assistance

24:05:27:13.02. Transition services.

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition does not consistently meet the requirements for students age 16 and older. There is not a set of coordinated activities in place for students.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
 All students age 16 and older will have a set of coordinated activities for transition.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure that all students age 16 and above have a set of coordinated services for transition.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? Transition service liaison staff trained district staff at the high school level on the requirements for developing transition plans. Follow-up training is scheduled for January 31, 2007 to further address questions and refine practices.</p> <p>What data will be given to SEP to verify this objective? The district will report to SEP on the dates of the training, agenda, and staff in attendance.</p>	January, 2007	Special Education Director, Transition liaison, high school special education staff	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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<p>2. What will the district do to improve? A random check of each teacher with transition-age students IEPs will be done in each reporting period to verify that each contain an appropriate set of coordinated services for transition.</p> <p>What data will be given to SEP to verify this objective? The district will report the number of students checked and the percentage of IEPs that have appropriate transition services plan.</p>	December 2007	Special Education Director	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			